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1/24

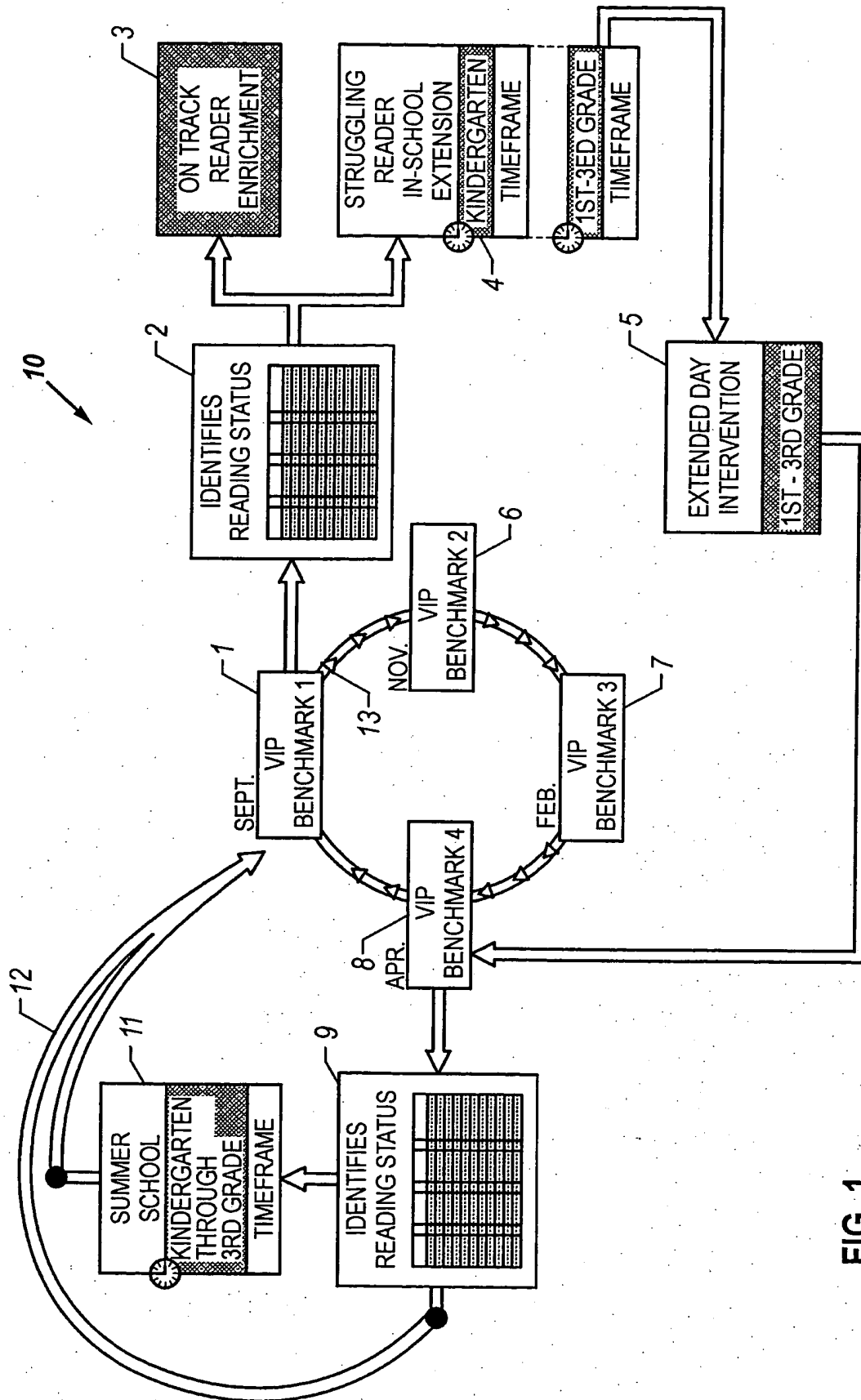


FIG. 1

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Fluency Test	Literacy Indicators
Initial Sound Fluency	Phonological Awareness
Phoneme Segmentation Fluency	
Nonsense Word Fluency	Alphabetic Principle
Reading Connected Text	Accuracy and Fluency with Connected Text
Letter-naming Fluency	Risk Indicator that acquisition of crucial skills may be difficult

FIG. 2

Progress Monitoring

Phoneme Segmentation Fluency

Short Form Instructions

For more detailed instructions, see the VIP Manual.

I will say a word. After I say it, you tell me all the sounds in the word. If I say *man*, you would say /m/ /a/ /n/. Let's try one. (1-second pause) Tell me the sounds in *sat*.

CORRECT RESPONSE: If student says /s/ /a/ /t/, you say:	INCORRECT RESPONSE: If student gives any other response, you say:
Very good.	The sounds in <i>sat</i> are /s/ /a/ /t/. It's your turn. Tell me the sounds in <i>sat</i> .

OK. Here is your first word.

FIG. 3A

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Progress Monitoring 1

Student Name _____

Phoneme Segmentation Fluency Record Sheet

test ¹⁵	/t/ /e/ /s/ /t/ ¹⁶	make	/m/ /ai/ /k/ ¹⁷	_____ /7
sight	/s/ /ie/ /t/	do	/d/ /oo/	_____ /5
goose	/g/ /oo/ /s/	got	/g/ /o/ /t/	_____ /6
team	/t/ /ea/ /m/	phone	/f/ /oa/ /n/	_____ /6
race	/r/ /ai/ /s/	bath	/b/ /a/ /th/	_____ /6
beast	/b/ /ea/ /s/ /t/	tear	/t/ /ea/ /r/	_____ /7
splash	/s/ /p/ /l/ /a/ /sh/	sad	/s/ /a/ /d/	_____ /8
hopped	/h/ /o/ /p/ /t/	way	/w/ /ai/	_____ /6
wiped	/w/ /ie/ /p/ /t/	light	/l/ /ie/ /t/	_____ /7
found	/f/ /ow/ /n/ /d/	there	/TH/ /ai/ /r/	_____ /7
duck	/d/ /u/ /k/	save	/s/ /ai/ /v/	_____ /6
been	/b/ /e/ /n/	neck	/n/ /e/ /k/	_____ /6

Total: _____
18

Notes:

FIG. 3B

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	Benchmark Period 1		
	Letter Naming Fluency	Nonsense Word Fluency	Phoneme Segmentation Fluency
Barker, Jonathan	45	40	
Bingham, Roland	85	38	
Blaylock, Ronald	36	22	
Davis, Steve	37	1	
Escalante, Juliette	56		
Fitzgerald, Dante	63		
Gonzales, Pablo	4		
Hamilton, Nancy	21		
Hall, Richard	7		
Hamilton, Shanelle	36		

FIG. 4A

Student	BENCHMARK PERIOD 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Appleton, Desarey	8	22	25	26	33		
Battleby, Devin	57						
Berch, Jessica	68						
Damian, Del	5	8	11	13	19		
Denton, Kyle	78						
Dulus, Tanya	6	12	15	18	22		
Ether, Austin	46						
Faring, Melissa	33				36		
Hunter, Christian	23				31		

FIG. 4B

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21	22	23	24	25	26	27	28
Kindergarten		Big Idea in Literacy	Range	Percentile Rank or Score	Struggling	Emerging	On Track
Benchmark One							
(1) Initial Sound Fluency	P.A.	0-80	Score	0-5	6 to 10	11+	
(2) Letter Naming Fluency	Risk Ind.	0-110	Percentile	0 to 20%	21 to 39%	40% and up	
Benchmark Two							
(1) Initial Sound Fluency	P.A.	0-80	Score	0-5	6 to 10	11+	
(2) Letter Naming Fluency	Risk Ind.	0-110	Percentile	0 to 20%	21 to 39%	40% and up	
Benchmark Three							
(1) Initial Sound Fluency	P.A.	0-80	Score	0 to 10	11 to 25	26+	
(2) Letter Naming Fluency	Risk Ind.	0-110	Percentile	0 to 20%	21 to 20%	40% and up	
(3) Phoneme Segmentation Fluency	P.A.	0-90	Score	0 to 10	11 to 34	35+	
Benchmark Four							
(1) Phoneme Segmentation Fluency	P.A.	0-90	Score	0 to 10	11 to 34	35+	
(2) Letter Naming Fluency	Risk Ind.	0-110	Percentile	0 to 20%	21 to 20%	40% and up	
(3) Nonsense Word Fluency	P.A.	0-200	Score	0 to 19	20 to 39	40+	

FIG. 5A

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First Grade		Big Idea in Literacy	Range	Percentile Rank or Score	Struggling	Emerging	On Track
Benchmark One							
(1) Phoneme Segmentation Fluency		P.A.	0-90	Score	0 To 10	11 To 34	35+
(2) Letter Naming Fluency		Risk Ind.	0-110	Percentile	0 To 20%	21 To 20%	40% And Up
(3) Nonsense Word Fluency		A.P.	0-200	Score	0 To 19	20 To 39	40+
Benchmark Two							
(1) Phoneme Segmentation Fluency		P.A.	0-90	Score	0 To 10	11 To 34	35+
(2) Nonsense Word Fluency		A.P.	0-200	Score	0 To 19	20 To 39	40+
(3) Reading Connected Text 1		A/F Text	0-300	Score	0 To 19	20 To 39	40+
Benchmark Three							
(1) Nonsense Word Fluency		A.P.	0-200	Score	0 To 19	20 To 39	40+
(2) Phoneme Segmentation Fluency		P.A.	0-90	Score	0 To 10	11 To 34	35+
(3) Reading Connected Text 1		A/F Text	0-300	Score	0 To 19	20 To 39	40+
Benchmark Four							
(1) Reading Connected Text 1		A/F Text	0-300	Score	0 To 19	20 To 39	40+
(2) Nonsense Word Fluency		A.P.	0-200	Score	0 To 19	20 To 39	40+
(3) Phoneme Segmentation Fluency		P.A.	0-90	Score	0 To 10	11 To 34	35+

FIG. 5B

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Second Grade		Big Idea in Literacy	Range	Percentile Rank or Score	Struggling	Emerging	On Track
Benchmark One							
(1) Reading Connected Text 2		A/F Text	0-300	Score	0-19	20-39	40+
(2) Nonsense Word Fluency*		A.P.	0-200	Score	0 to 19	20 to 39	40+
(3) Phoneme Segmentation Fluency		P.A.	0-90	Score	0 to 10	11 to 34	35+
Benchmark Two							
(1) Reading Connected Text 2		A/F Text	0-300	Score	0 to 25	26 to 59	60+
Benchmark Three							
(1) Reading Connected Text 2		A/F Text	0-300	Score	0 to 30	31 to 69	70+
Benchmark Four							
(1) Reading Connected Text 2		A/F Text	0-300	Score	0-40	41-89	90+

Big Ideas in Literacy
P.A.= Phonological Awareness
A.P.= Alphabetic Principle
A/F Text=Accuracy and Fluency with Connected Text

FIG. 5C

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Third Grade		Big Idea in Literacy	Range	Percentile Rank or Score	Struggling	Emerging	On Track
Benchmark One							
(1) Reading Connected Text 3		A/F Text	0-300	Score	0 to 40	41-89	90+
(2) Nonsense Word Fluency*		A.P.	0-200	Score	0 to 19	20 to 39	40+
(3) Phoneme Segmentation Fluency		P.A.	0-90	Score	0 to 10	11 to 34	35+
Benchmark Two							
(1) Reading Connected Text 3		A/F Text	0-300	Score	0 to 40	41 to 94	95+
Benchmark Three							
(1) Reading Connected Text 3		A/F Text	0-300	Score	0 to 45	46 to 99	100+
Benchmark Four							
(1) Reading Connected Text 3		A/F Text	0-300	Score	0 to 70	71 to 109	110+

FIG. 5D

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Class Reading Status
Campus 1 - First Grade

Report accurate as of 03-25-2002 03:34

Mary Washington's
First Grade Class

32		33		34		35	
Letter Naming Fluency		Nonsense Word Fluency		Phoneme Segmentation Fluency		Overall Status	
31 Student	SCORE	Risk Indicator	SCORE	Status	SCORE	Status	24 Students
Barker, Jonathan S	45	On Track	22	Emerging	40	On Track	On Track
Bingham, Roland	65	On Track	72	On Track	38	On Track	On Track
Blaylock, Ronald S	36	On Track	30	Emerging	22	Emerging	Emerging
Davis, Steve S	37	On Track	25	Emerging	31	Emerging	Emerging
Escalante, Juliette S	56	On Track	22	Emerging	24	Emerging	Emerging
Fitzgerald, Dante S	63	On Track	44	Emerging	44	On Track	On Track
Gonzales, Pablo S	8	Struggling	2	Struggling	13	Emerging	Emerging
Habelton, Nancy S	21	Struggling	12	Struggling	38	On Track	On Track
Hall, Richard S	7	Struggling	1	Struggling	3	Struggling	Struggling
Hamilton, Shanelle	38	On Track	22	Emerging	33	Emerging	Emerging
Hover, Eric S	34	On Track	31	Emerging	28	Emerging	Emerging
Jackson, William S	38	On Track	27	Emerging	3	Struggling	Emerging
Keaton, Stephana S	33	On Track	18	Struggling	8	Struggling	Struggling
Love, Reginald S	44	On Track	31	Emerging	45	On Track	On Track
Martin, Jose S	25	Emerging	33	Emerging	37	On Track	On Track
Narvaez, Sally S	22	Struggling	5	Struggling	20	Emerging	Emerging
Orlando, Buck S	56	On Track	18	Struggling	22	Emerging	Emerging
Rigley, Regina	77	On Track	11	Struggling	41	On Track	On Track
Sanchez, Emily S	35	On Track	16	Struggling	17	Emerging	Emerging
Silva, Sophie S	63	On Track	47	On Track	39	On Track	On Track
Smith, Mark S	27	Emerging	23	Emerging	32	Emerging	Emerging
Stannell, George S	27	Emerging	29	Emerging	33	Emerging	Emerging
Vasquez, Octavio S	23	Emerging	15	Struggling	9	Struggling	Struggling
Webster, Anand S	26	Emerging	26	Emerging	7	Struggling	Emerging

FIG. 6A

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Seascapes: Benchmark 1

Overall Reading Status is determined using Phonemic Segmentation Fluency and Nonsense Word Fluency as primary indicators. Letter Naming Fluency is factored in as an indicator of risk.

Struggling Reader

- Limit the struggling reader group to no more than six students for the daily Reading Station lessons.
- Provide multiple opportunities for each child to respond
- Identify small groups of struggling readers and spend an additional 10-15 minutes using the Struggling Reader intervention component in Lessons 11-35
- Administer PSF and NWF measures each week to monitor progress.
- Use Assessment Checkpoint 1 and observations from the NEF and PSF measures to identify specific difficulties. to address these difficulties
- Provide additional instruction for Phonological Awareness with problems of blending or segmenting, you may use:

-models: 3 and 4
-games: 9 and 11
consult the index of essential reading skills for further suggestions

- Provide additional instruction for Alphabetic Principle with specific letter sounds, you may use:

-Models: 2 and 5

-Games: 10 and 1-8 (using the sound component)

Consult the index of Essential Reading Skills for further suggestions

- Place struggling reader in the Voyager extended day program, *Beginnings*.
- Homestudy: Parents play one of the following games daily: Concentration Games, Slap the Letter Game, Grab Bag Game, and Alphabet I Spy Game. Ask parents to read with their student daily and to support their students participation in the Voyager extended day program, *Beginnings*.

Emerging Reader

For low scoring emerging readers (11-20 on PSF or 0-20 on NWF):

- Provide the Struggling Reader Intervention component of Lessons 11-35.
- For all emerging readers:
 - Provide multiple opportunities for each child to respond.
 - Administer PSF and NWF measures once per month to monitor progress
 - Homestudy: Parents play one of the following games daily: Concentration Game, Slap the Letter Game, Grab Bag Game, and Alphabet I Spy Game. Ask parents to read with their student daily.

On Track Reader

- Maintain your current lesson implementation.
- Emphasize alphabetic principle skills.
- Homestudy: Ask parents to read with their student daily, listen to their child read, or use adventure related library books to challenge their reading

FIG. 6B

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Individual Profile - Richard S Hall
CAMPUS1

Academic Year: 2001-2002
First Grade

Phoneme Segmentation Fluency
Report accurate as of 3/26/2002

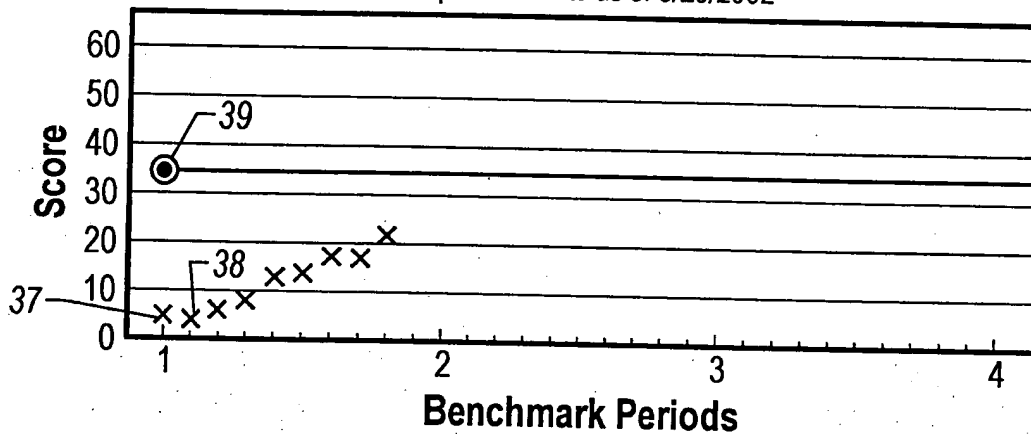
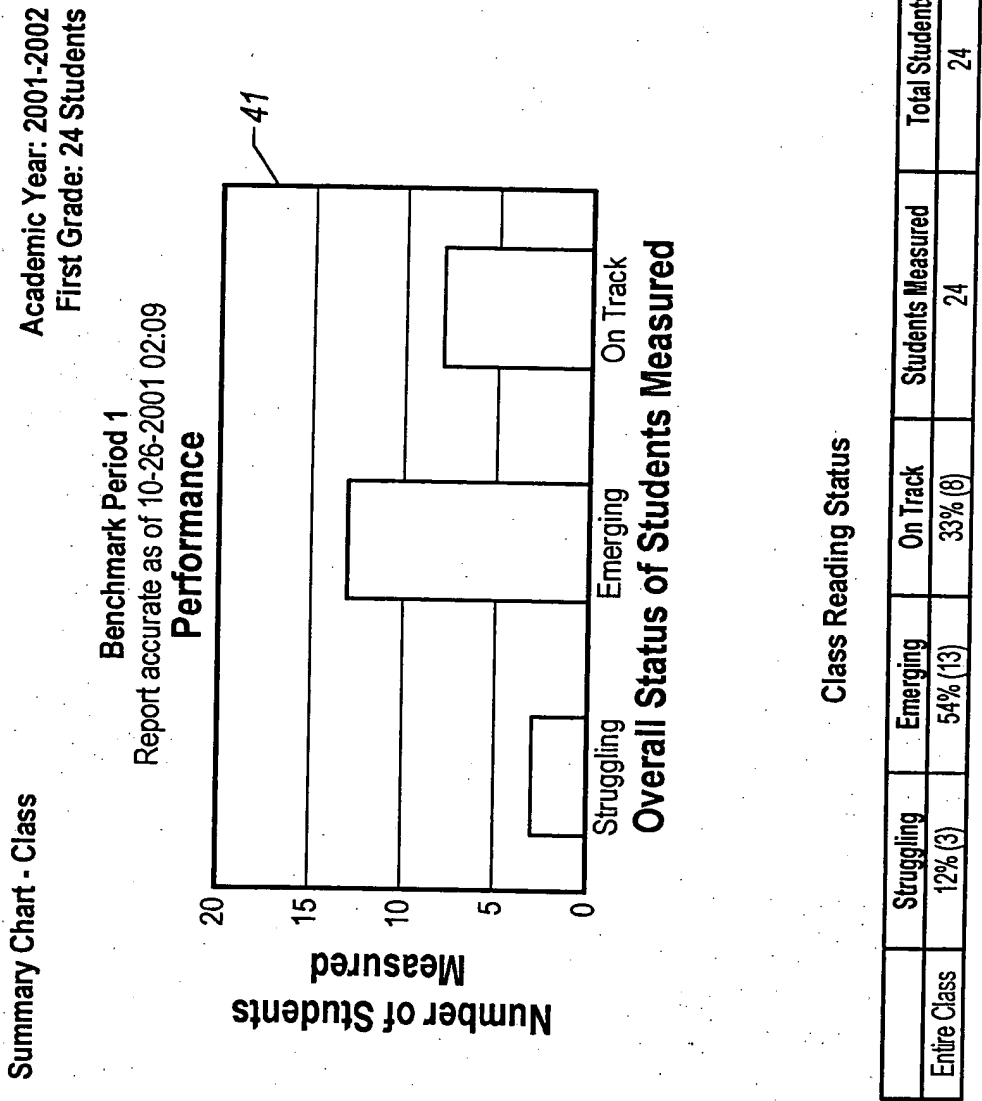


FIG. 7

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FIG. 8A

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Seacastles: Benchmark 1

Overall Reading Status is determined using Phonemic Segmentation Fluency and Nonsense Word Fluency as primary indicators. Letter Naming Fluency is factored in as an indicator of risk.

Struggling Reader

- Limit the struggling reader group to no more than six students for the daily Reading Station lessons.
- Provide multiple opportunities for each child to respond
- Identify small groups of struggling readers and spend an additional 10-15 minutes using the Struggling Reader intervention component in Lessons 11-35
- Administer PSF and NWF measures each week to monitor progress.
- Use Assessment Checkpoint 1 and observations from the NEF and PSF measures to identify specific difficulties. to address these difficulties
- Provide additional instruction for Phonological Awareness with problems of blending or segmenting, you may use:

-models: 3 and 4
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- Provide additional instruction for Alphabetic Principle with specific letter sounds, you may use:

-Models: 2 and 5

-Games: 10 and 1-8 (using the sound component)

Consult the Index of Essential Reading Skills for further suggestions

- Place struggling reader in the Voyager extended day program, *Beginnings*.
- Homestudy. Parents play one of the following games daily: Concentration Games, Slap the Letter Game, Grab Bag Game, and Alphabet I Spy Game. Ask parents to read with their student daily and to support their students participation in the Voyager extended day program, *Beginnings*.

Emerging Reader

For low scoring emerging readers (11-20 on PSF or 0-20 on NWF):

- Provide the Struggling Reader Intervention component of Lessons 11-35.
 - For all emerging readers:
 - Provide multiple opportunities for each child to respond.
 - Administer PSF and NWF measures once per month to monitor progress
 - Homestudy: Parents play one of the following games daily: Concentration Game, Slap the Letter Game, Grab Bag Game, and Alphabet I Spy Game. Ask parents to read with their student daily.

On Track Reader

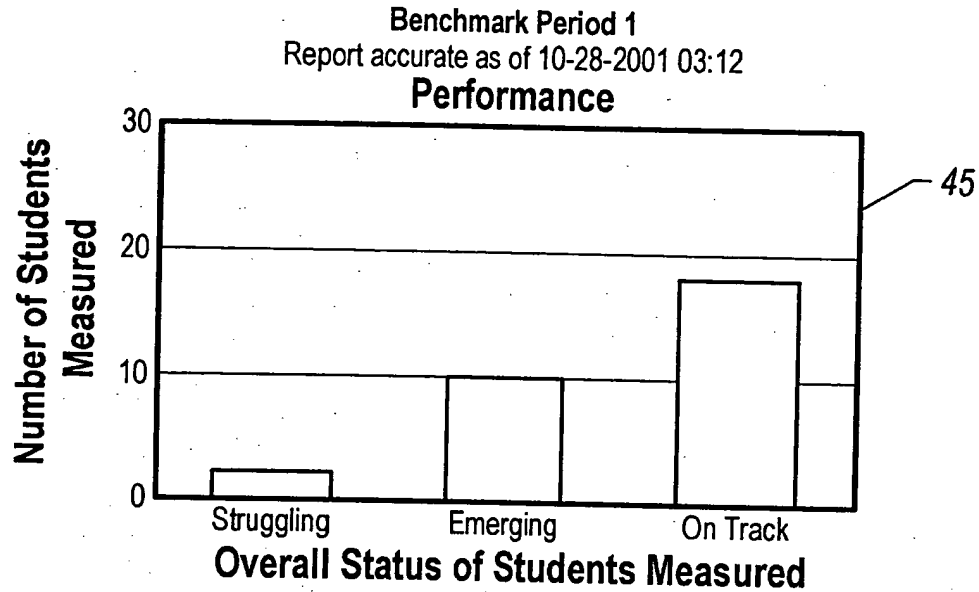
- Maintain your current lesson implementation.
- Emphasize alphabetic principle skills.
- Homestudy: Ask parents to read with their student daily, listen to their child read, or use adventure related library books to challenge their reading

FIG. 8B

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Summary Chart - School
CAMPUS2
JOSEPH CONRAD

Academic Year: 2001-2002
First Grade: 2 Classes 30 Students



School Reading Status

Classes	Struggling	Emerging	On Track	Students Measured	Total Students
Entire Class	7% (2)	33% (10)	60% (18)	30	30
Class 1-first	7% (1)	47% (7)	47% (7)	15	15
Class 2-first	7% (1)	20% (3)	73% (11)	15	15

The data above represents the overall status for your campus at Benchmark Period 1. Please consult the Class Reading Status report for instructions on how to support struggling, emerging, and established readers.

Finalization for First Grade: Benchmark Period 2 will occur on October 12th. Finalization for Kindergarten: Benchmark Period 1 will also occur on October 12th.

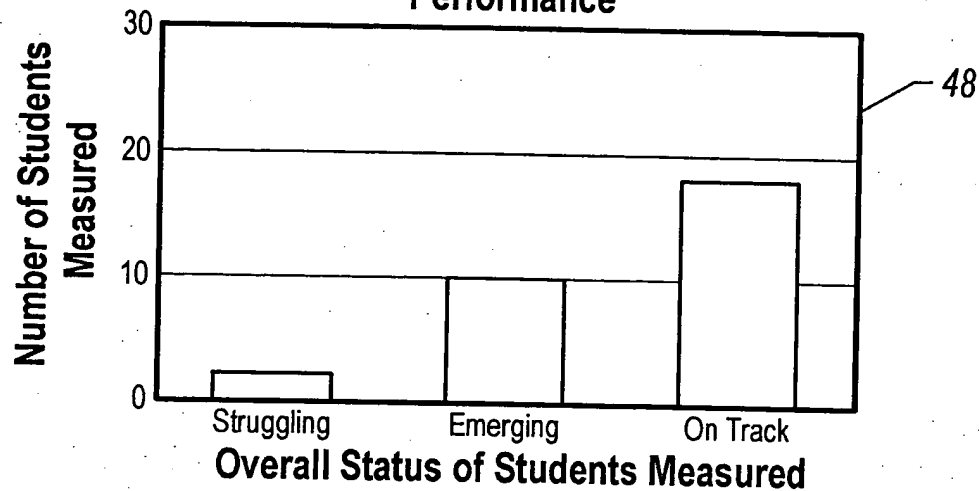
FIG. 9

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Summary Chart - District
DISTRICT1
FRANCES CAPORELLO

Academic Year: 2001-2002
First Grade: 4 Classes 779 Students

Benchmark Period 1
Report accurate as of 10-28-2001 03:12
Performance



District Reading Status

Schools	Struggling	Emerging	On Track	Students Measured	Total Students
Entire District	13% (98)	53% (413)	34% (268)	779	780
Campus1	13% (92)	54% (387)	33% (240)	719	720
Campus2	7% (2)	33% (10)	60% (18)	30	30
Campus3	13% (4)	53% (16)	33% (10)	30	30

The data above represents the overall status for your campus at Benchmark Period 1. Please consult the Class Reading Status report for instructions on how to support struggling, emerging, and established readers.

Finalization for First Grade: Benchmark Period 2 will occur on October 12th. Finalization for Kindergarten: Benchmark Period 1 will also occur on October 12th.

FIG. 10

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Curriculum Implementation Survey

Question	Answer																														
51 — 1) How useful were the professional development sessions you attended during the past 2 weeks?	Very Useful ▾																														
52 — 2) During the last two weeks, my classroom was observed by:	<table border="1"> <thead> <tr> <th>Observer</th> <th>Time/Minutes</th> </tr> </thead> <tbody> <tr> <td>Principal</td> <td>0 ▾</td> </tr> <tr> <td>Campus Reading Facilitator</td> <td>0 ▾</td> </tr> <tr> <td>Reading Specialist</td> <td>0 ▾</td> </tr> <tr> <td>Fellow Teacher</td> <td>0 ▾</td> </tr> </tbody> </table>	Observer	Time/Minutes	Principal	0 ▾	Campus Reading Facilitator	0 ▾	Reading Specialist	0 ▾	Fellow Teacher	0 ▾																				
Observer	Time/Minutes																														
Principal	0 ▾																														
Campus Reading Facilitator	0 ▾																														
Reading Specialist	0 ▾																														
Fellow Teacher	0 ▾																														
53 — 3) What unit, adventure, and lesson are you currently facilitating in your classroom?	<table border="1"> <tbody> <tr> <td>Unit:</td> <td>01 ▾</td> </tr> <tr> <td>Adventure:</td> <td>01 ▾</td> </tr> <tr> <td>Lesson:</td> <td>01 ▾</td> </tr> <tr> <td>Assessment Checkpoint:</td> <td>01 ▾</td> </tr> </tbody> </table>	Unit:	01 ▾	Adventure:	01 ▾	Lesson:	01 ▾	Assessment Checkpoint:	01 ▾																						
Unit:	01 ▾																														
Adventure:	01 ▾																														
Lesson:	01 ▾																														
Assessment Checkpoint:	01 ▾																														
Evaluate how the following curriculum components are going in your classroom:																															
Fine = No Support Needed Uneven = Some Support Needed Challenging = Would Like Support																															
54 — 4) Implement Reading Stations	Fine ▾																														
5) Use of the Curriculum Guide	Fine ▾																														
6) Learning Station Rotations	Fine ▾																														
7) Complete the Struggling Reader Checklist:																															
<table border="1"> <thead> <tr> <th>Struggling Reader</th> <th>Attending Beginnings</th> <th>Time Attending Per Week</th> <th>Completing Daily Reading Stations</th> <th>Additional Support</th> </tr> </thead> <tbody> <tr> <td>Audra Laine</td> <td>Yes ▾</td> <td>0 ▾</td> <td>Yes ▾</td> <td></td> </tr> <tr> <td>John Smith</td> <td>Yes ▾</td> <td>0 ▾</td> <td>Yes ▾</td> <td></td> </tr> <tr> <td>Betty Smith</td> <td>Yes ▾</td> <td>0 ▾</td> <td>Yes ▾</td> <td></td> </tr> <tr> <td>Al B. Sure</td> <td>Yes ▾</td> <td>0 ▾</td> <td>Yes ▾</td> <td></td> </tr> <tr> <td>Betty White</td> <td>Yes ▾</td> <td>0 ▾</td> <td>Yes ▾</td> <td></td> </tr> </tbody> </table>	Struggling Reader	Attending Beginnings	Time Attending Per Week	Completing Daily Reading Stations	Additional Support	Audra Laine	Yes ▾	0 ▾	Yes ▾		John Smith	Yes ▾	0 ▾	Yes ▾		Betty Smith	Yes ▾	0 ▾	Yes ▾		Al B. Sure	Yes ▾	0 ▾	Yes ▾		Betty White	Yes ▾	0 ▾	Yes ▾		
Struggling Reader	Attending Beginnings	Time Attending Per Week	Completing Daily Reading Stations	Additional Support																											
Audra Laine	Yes ▾	0 ▾	Yes ▾																												
John Smith	Yes ▾	0 ▾	Yes ▾																												
Betty Smith	Yes ▾	0 ▾	Yes ▾																												
Al B. Sure	Yes ▾	0 ▾	Yes ▾																												
Betty White	Yes ▾	0 ▾	Yes ▾																												

FIG. 11

17/24

Teacher	Visited Classroom	Reviewed SR Intervention Plan	Viewed Scorecard	Provided Additional Support	Attended Professional Development
Archie Bunker	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/>
Shannon Busch	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/>
Don Jones	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/>
Lanie Mann	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/>
Denise Trump	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/>

FIG. 12A

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Quality Assurance Checklist

Select 0 for NOT DOING IT if the teacher has yet to use that component of 100% Literacy.
Select 1 for PLANNING TO DO IT if the teacher has yet to use that component of 100% Literacy.
Select 2 for DOING IT WITH SOME SUCCESS if the teacher is using the component, though with less than total success
Select 3 for DOING IT EFFECTIVELY if the teacher is using the component with confidence and skill.

Teacher <input type="text"/>	Time Spent Observing <input type="text"/>	USE <input type="text"/>
CORE CURRICULUM		
1) Teacher provides instruction in small same-ability groups in Reading Station.		
<ul style="list-style-type: none"> ★ Teacher provides instruction that is targeted to group's learning level ★ Teacher teaches deliberately and persistently ● Teacher leads students from the Learning Station to Reading Stations ● Students respond individually and as a group ● Teacher monitors student progress and checks for mastery ● Teacher varies size of group and length of instruction depending on students' needs 		
2) The Curriculum Guide is used consistently and appropriately		
<ul style="list-style-type: none"> ★ Teacher closely follows daily lesson plan provided in Guide ★ Teacher uses models (from the Skill Development and Reading Station sections of Guide) with complete fidelity ● Teacher demonstrates familiarity with the day's lesson plan ● Teacher responds knowledgeably to questions about the day's priority skills and the learning status of each student 		
3) Learning Stations are established and used as designed in the curriculum		
<ul style="list-style-type: none"> ★ Students complete Learning Station activity(ies) ● Materials for stations are prepared in advance ● Students are mixed-ability grouped for Learning Stations 		

FIG. 12B

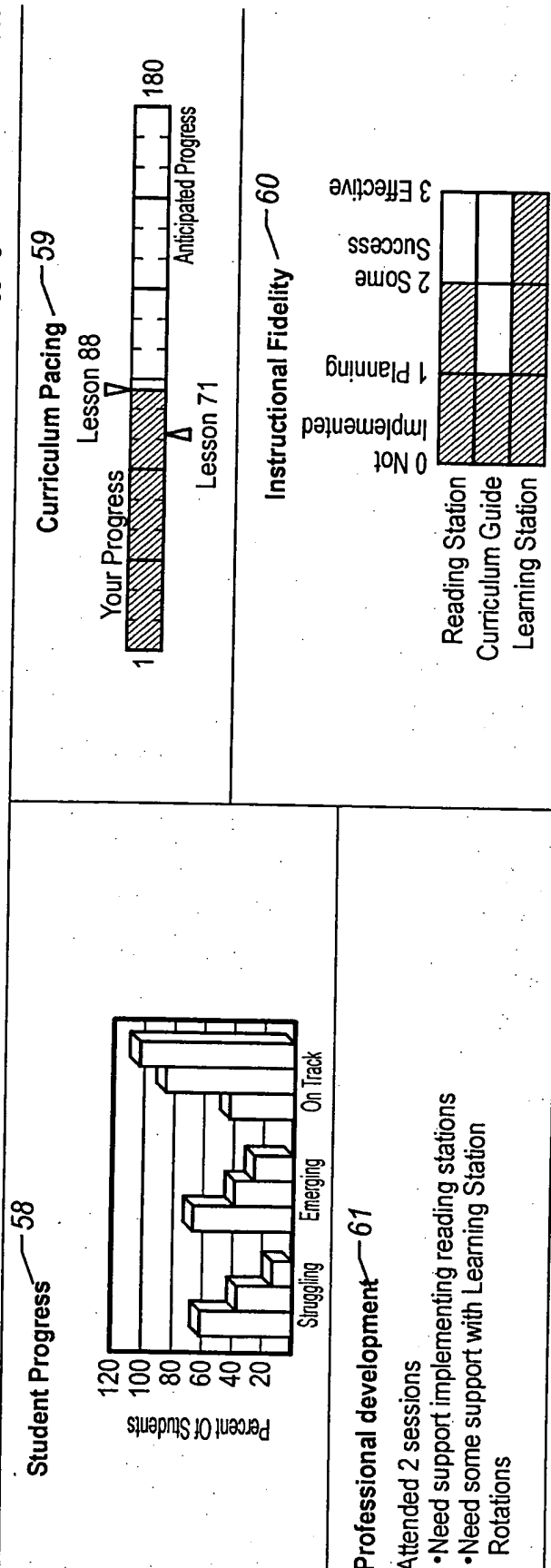
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Welcome, Mary Washington

Here are your classroom Universal Literacy Vital Signs as of Mon Mar 25 18:34:23 CST 2002

ACTIVITIES — 57

Action	Upcoming Milestones	Status
VIP Benchmark	Benchmark 2. Scores due by March 21, 2002	3 of 23 student scores recorded
Curriculum Implementation	Next survey due March 27, 2002	Complete Survey
VIP Progress Monitoring	Weekly scores due March 15, 2002	3 of 6 struggling readers scores recorded



Struggling Reader Intervention — 62

Struggling Reader	Attending Beginnings	Time Attending Per Week	Completing Daily Reading Stations	Additional Support
John Smith	Yes	90	Yes	N/A
Betty Smith	Yes	90	Yes	N/A
Al B. Sure	Yes	60	Yes	ESL

FIG. 13

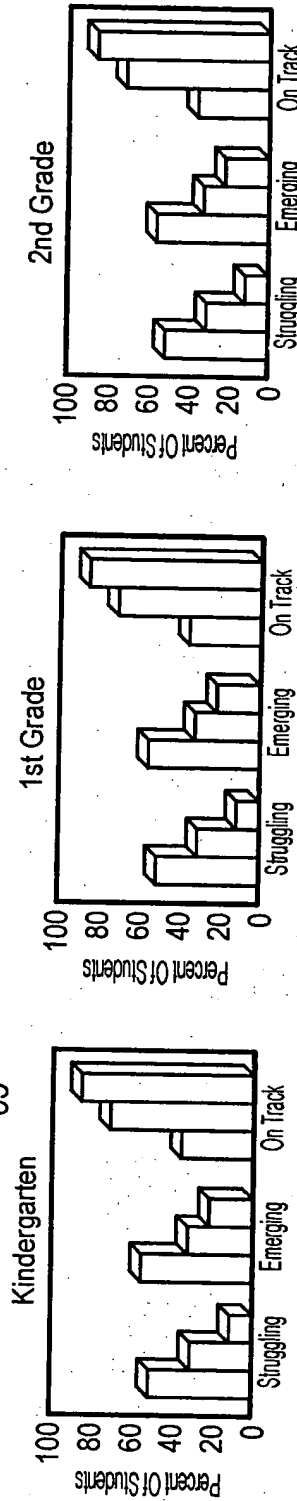
20/24

Welcome, Joseph Conrad
Here are your school Universal Literacy Vital Signs as of Mon Mar 25 18:34:23 CST 2002

Activities — 64

Activity	Upcoming Milestones	Status
VIP Benchmark	Finalize K Benchmark 2 on March 4, 2002 Finalize 1st Grade Benchmark 3 on By March 15, 2002	56 of 201 student scores recorded 67 of 178 student scores recorded
Curriculum Implementation	Next survey due March 27, 2002	Complete Survey
Quality Assurance Checklist	Next checklist due by March 14, 2002	
	Busch - Perform Checklist (12/1) Jones - Perform Checklist (2/7) Mann - Perform Checklist (2/9) Bunker - Edit Checklist (9/5) Trump - Edit Checklist (2/8)	

STUDENT PROGRESS — 65



Curriculum Pacing — 66

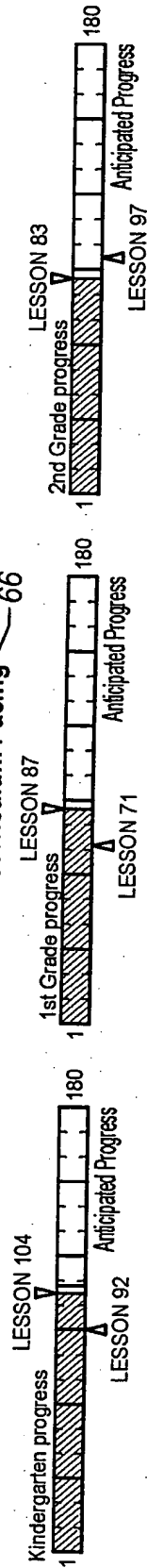


FIG. 14A

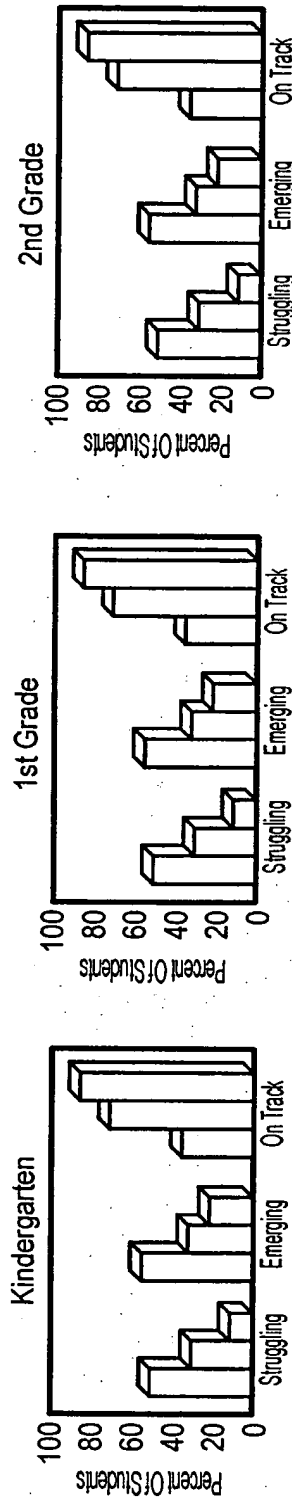
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Instructional Fidelity — 67						Professional Development — 68			
Teacher	Visited Classroom	Visited Scorecard	Provided Additional Support	PD Attendance	Mini QAC	Kindergarten On average teachers attended 2 sessions.			
Archie Bunker	No	Yes	Yes	0		First Grade On average teachers attended 2 sessions.			
Shannon Busch	No	No	No	1		Archie Bunker Requests support implementing • Reading stations • Requests some support with Learning • Station Rotations			
Don Jones	Yes	Yes	Yes	2		Don Jones Requests support with the use of the • Curriculum			
Lanie Mann	Yes	Yes	No	1					
Denise Trump	Yes	Yes	Yes	2					
Struggling Reader Intervention — 69									
Grade	Struggling Readers	Attending Beginnings	Time Attending Per Week Average	Completing Daily Reading Stations					
Kindergarten	83	72	56 min	79					
1st Grade	64	84	45 min	98					
2nd Grade	32	90	30 min	120					

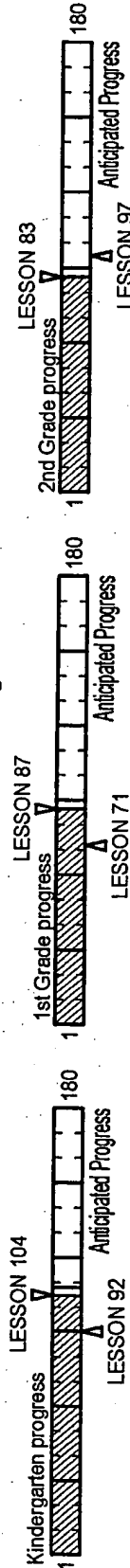
FIG. 14B

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Welcome, John Tate
Here are your district Universal Literacy Vital Signs as of Mon Mar 25 18:34:23 CST 2002
Student Progress — 71



Curriculum Pacing — 72



Struggling Reader Intervention — 73

Grade	Struggling Readers		Time Attending Per Week		Completing Daily Reading Stations	
	Struggling Readers	Attending Beginnings	Average	Per Week	Average	Per Week
K	83	72	51 min	67	67	67
1st	71	90	56 min	79	79	79
2nd	98	87	44 min	92	92	92

Professional Development — 74

Kindergarten
On average teachers attended 2 sessions.
1st Grade
On average teachers attended 3 sessions.
2nd Grade
On average teachers attended 1 sessions.

List of Schools — 75

School	Struggling(%)	Emerging(%)	Tracking(%)
ABC Elementary	52 (13%)	23 (13%)	23 (13%)
DEF Elementary	34 (8%)	65 (30%)	65 (30%)
HIJ Elementary	86 (19%)	19 (5%)	19 (5%)
KLM Elementary	125 (43%)	44 (18%)	367 (69%)

FIG. 15

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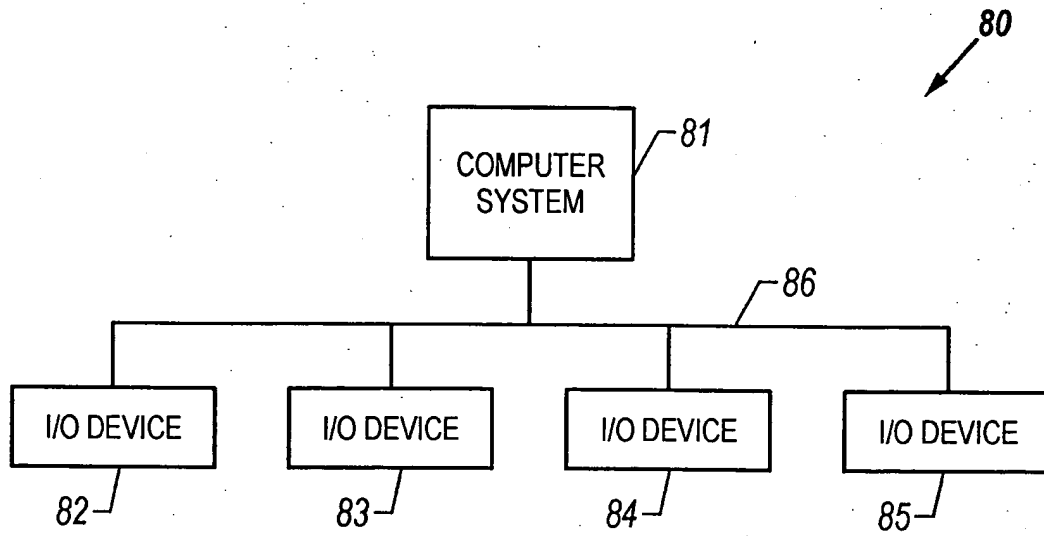


FIG. 16

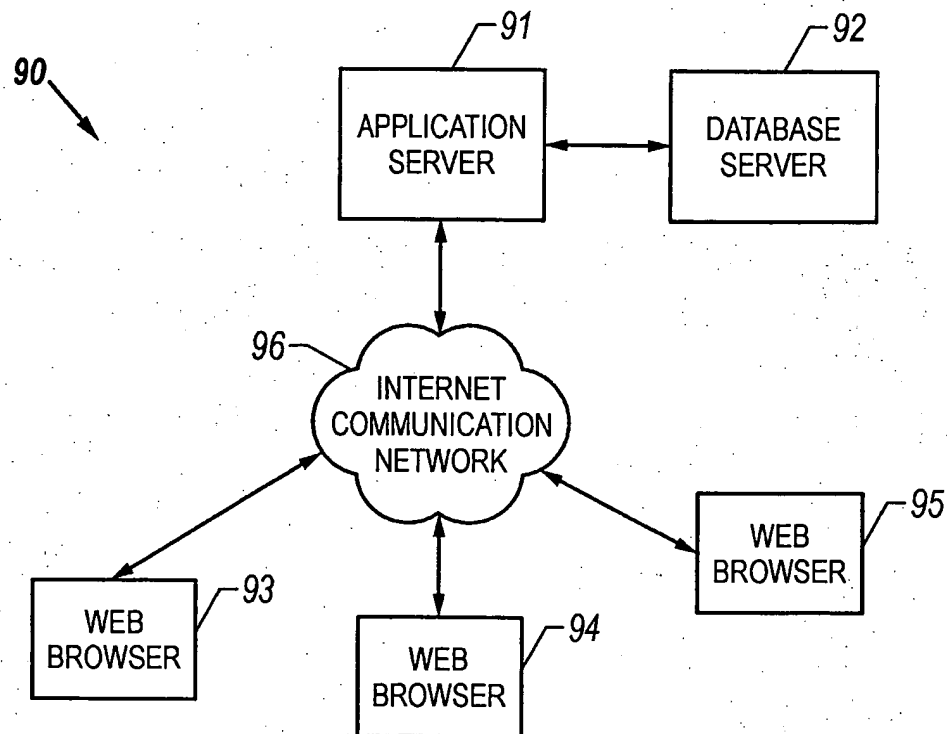


FIG. 17

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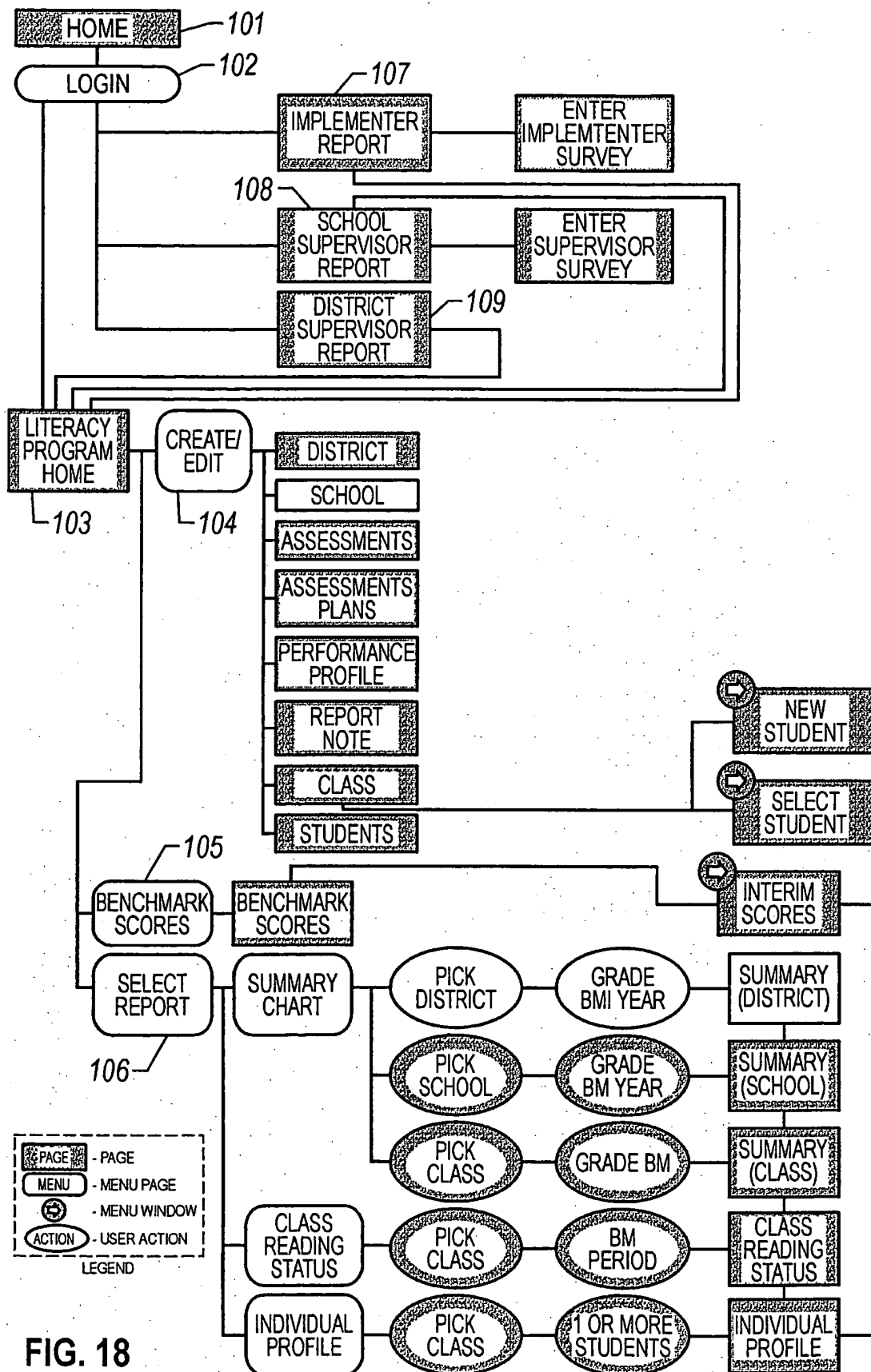


FIG. 18